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ABSTRACT

This booklet offers suggestions for setting up a career counseling program for adults enrolled in adult basic education programs. Chapter 1 indicates points that should be considered in setting up a career counseling process, including site selection, publicity, and availability of career counseling in both group and individual sessions. One method used for counselors and clients to develop community contacts in the service and business fields, the adult opportunities night, is described. Chapter 2 presents exercises for use by career counselors in either a group or with a single individual. The exercises are categorized under four topics: value clarification, skills and interests, decisions, and job hunting. For each exercise, some or all of the following information may be provided: type of activity (individual and group), written work, discussion, role-playing, homework assignments, minimum time required, approach, counselor preparation, resource person, materials required, special instructions, and handouts. Appendixes include a preprogram planning and log outline, a recommended career workshop outline, and forms for client intake and workshop evaluation. (YLB)

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CAREER COUNSELING FOR ABE STUDENTS

An Analysis of Work Done by Career Counselors in the Southeastern Connecticut Adult Basic Education Program through Project LEARN, Regional Education Services Center

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INTRODUCTION

Beginning in April 1977, Project LEARN and the Southeastern Connecticut Adult Basic Educational Program, through grants from the Connecticut State Department of Education, have provided counseling services and employment information to adults who are enrolled in ABE programs throughout Southeastern Connecticut.

The purpose of the program is to guide adults toward developing a realistic self-appraisal, improving job search and job procurement skills, and identifying appropriate career placement opportunities.

Maximum cooperation and coordination for program development and operation existed among State Department personnel, teaching staff at the ABE sites, and the Project LEARN career counselors. The project was initiated and funded through the cooperative efforts of John Ryan, Jane Alonso, and Saul Dulberg of the Bureau of Community and Adult Education, Connecticut State Department of Education.

Both group and individual counseling sessions are conducted according to the needs expressed by participants and are designed to prepare and assist adults in their search for jobs in the labor market. An important function of these counseling services is to assist the participants in seeking information and understanding about self, with the aim of enhancing one's self-esteem. More specifically, sessions include:

1. methods to obtain and retain employment,
2. interview techniques,
3. application procedures,
4. resume preparation and references,

5. communication and interaction with persons from employment agencies and personnel departments; representatives from business and industry were involved whenever possible,
6. interest surveys and personal aptitude awareness.

The selection of counseling sites and the number of sessions conducted at each site is determined by the number of adults enrolled and client needs as identified by the director of the ABE program and the regular classroom teachers in the ABE program.

CHAPTER I: SETTING UP A CAREER COUNSELING PROCESS

The need for continuing and expanding career counseling for adults in ABE classes became increasingly apparent during three years of operating the program. The counselors' log reports indicated that the following points should be considered:

1. In selecting sites for ABE classes and career counseling, the high schools and community center in the area should be considered first.

   In selecting work area for the counselors, remember that students need to be constantly aware of the counselor's existence if students are going to take advantage of the counselor's services. Classrooms away from the mainstream of adult education classes are too isolated.

   Having a desk and work area in the corner of a library or career resource center is ideal because the counselors are accessible to adults who socialize in libraries, and can readily use the library resources with their clients.

2. The career counseling component should be publicized as part of the total ABE-GED program. Career counselors need to work very closely with the teachers. The counselor should be included in ABE staff meetings from the start and should be at registration to interact with clients and staff before classes begin.

   ABE teachers need to be aware of the counselor's availability to meet with them. Counselors can help teachers incorporate job

exploration and career planning topics into their classes. When a specific career workshop is planned by a counselor and certain words will be used (example: words found on a job application), the counselor could ask that those words be used as vocabulary words in English class the week before.

3. Career counseling can be made available in both group and individual sessions. Many ABE clients lack self confidence, good self images, and realistic goals. Career counseling then, often needs to start with value clarification, definition of interests and skill areas, assertiveness training, communication skills and coping skills.

   a) Assertiveness training is recommended both for clients who are unemployed and for those who need job-keeping skills. Some clients need to understand how to express themselves better and how to get along with supervisors and co-workers. Basic to developing assertive skills is the ability to know the difference between passive, assertive and aggressive behaviors.

      Passive people are self-denying and submissive. They don't stand up for themselves and often allow their personal rights to be violated by others. They seem to be saying, "You are okay, I am not okay."

      Assertive people stand up for themselves, express feelings honestly, and believe that everyone has basic human rights. They seem to be saying, "You are okay, and so am I."

      Aggressive people stand up for themselves in such a way that they violate the rights of others. The goal is to dominate and they seem to be saying, "You don't count, I do."

b) A course in Life/Work Planning, taught by the career counselor should be considered as an integral part to the ABE-GED curriculum. As a one semester course, with full credit, either on an elective or required basis, it is the cornerstone for career workshops by the counselor and other possible counselor-taught courses. Consideration might be given to having Life/Work Planning mandatory for those under 19 and on an elective basis for those over 19.

c) Counselors need to be aware of the wide variety of learning levels and skills they will encounter. Counselors may work with three levels of English-as-a-Second-Language (ESL) students who range from not knowing a word of English to those who are becoming fairly fluent in the language. Cultural and value differences need to be taken into account. Sexual, religious and personal values of students from different cultures could make a large impact on their work values and subsequent career counseling.

Counselors also work with adults who are in ABE classes from 1st to 8th grades, G.E.D. students in both English and Spanish classes, and mentally retarded students.

Grouping clients according to learning and skill levels and employment situation is often helpful. Unemployed and unskilled, often actively involved in a job search, could form one group, while those who are employed and are in school for promotion, or career advancement, could form another group. A counselor could also form a group of students who are prospective graduates for whom improved decision-making skills would help in the process of identifying and selecting college or post-secondary training.

ADULT OPPORTUNITIES NIGHT

There is a real need for counselors and clients to develop community contacts both in the service field (Welfare, CETA, WIN, TVCCA), and in the business field.

One very successful method, developed through the Southeastern Connecticut Adult Education Program, is the Adult Opportunities Night.

> "Adult Opportunities Night was very valuable; a turning point for some students in terms of motivation, a sense that 'somebody cared', a sense of the possible, and a sense of progress and achievement."

Counselors continuously praised this event and felt it was a high point for their clients.

Bill DeMatteo came up with the original idea of having an opportunities night for all high school students in Southeastern Connecticut. Students would be able to obtain information from the participants representing business and educational organizations. Joe Murphy had hoped that adults in the area would also be able to take advantage of the evening. When Bill's plans fell through, Joe seized upon the idea and Adult Opportunities was created.

Adult Opportunities is set up to form a better network between education, business and industry, community organizations and the Adult Education Program. The format is arena style with about 30 organizations set up at tables in a school cafeteria. Adults are able to walk around the cafeteria,

speak with and ask questions to the representatives from education, business and industry and community organizations. The representatives participating are encouraged to bring business cards, fact sheets, brochures, etc., for distribution to interested adults.

In a memo to ABE counselors and teachers, about a month before Adult Opportunities - 1982, Joe Murphy states:

> "Our new arena format will provide the opportunity for one-to-one conversations and should make it easier for students to ask questions. Prior to attending your students may want to discuss possible questions and strategies for obtaining information in an arena format. Below you will find a tentative list of participants which should aid you in developing strategies for networking at Adult Opportunities - 1982.

EDUCATION

East Coast Welding
Mohegan Community College
Huntington Institute
New London School of Business
Norwich Tech-LPN Program
OIC
Southeast Tech
Thames Valley State Technical College

BUSINESS/INDUSTRY

AEG
Bradley's
Bruskin Travel Agency
Bureau of Bus. Practice
Crafts
Electric Boat
Emergency Medical Service
L & M Hospital
Roessler's
McDonald's
Service Master
Thermos
Wyre-Wynd

COMMUNITY SERVICES

Corrections
Day Care Centers
Heart Association
Job Service
Literacy Volunteers
Norwich Adult Education Alumni
State Police
Women's Center

> Good networking strategy will enable students to obtain better information from the organizations present as well as help them in finding out about opportunities available to contacting individuals and organizations not represented that evening. Southeastern Connecticut is large enough to provide varied opportunities and small enough to use networking strategy to discover how to find them. Quite often the representatives at Adult Opportunities - 1982 will be able to refer our students to other people and places if our students request this information."

This event has taken place for four years with attendance increasing annually. To plan such an event takes a minimum of two months. When approaching organizations for their participation, personal contact makes the difference.

CHAPTER II: SUGGESTED EXERCISES

A class on career awareness-job finding techniques is basically an awareness, confidence, and initiative building exercise for students. Adults who have not completed formal education have low self esteem and have difficulty making their own decisions with any sense of security. So learning the process of making and following up on a career choice is especially crucial for them.

In order to provide as many opportunities as possible for clients to learn about themselves and develop confidence, the counselors found they needed to stress client discussion, exercises, and assignments. They provided small group work and individual sessions. The point in career counseling is to have clients learn a process they can use the rest of their lives.

Many counselors found that being a facilitator was the most comfortable role to take. Facilitating means helping clients come to their own decisions and personal solution by asking questions and providing exercises which help them answer these questions. The counselors felt that it provided them with an opportunity to know their clients' needs and aspirations - and to respond directly to those needs.

Role playing proved to be a popular technique. Counselors who hadn't experienced role playing themselves, or who didn't yet feel comfortable with them, practiced some exercises on their friends and co-workers.

The interview role play (Exercise No. 16) was a good one to practice with. The counselors learned to switch around in the roles freely, playing both parts with a variety of people.

Counselors found that they encountered problems in group dynamics. People certainly act differently in groups. Clients who talked easily to two friends, suddenly became mute when asked to speak to a larger group. Usually, breaking into smaller groups and having each client directly involved was the best way to handle attention problems.

The following exercises can be used either in a group or with a single individual. Most can be used with any ABE student regardless of background. The time given for each exercise is the minimum time you should allow. If you have a particularly talkative group, much more time will be needed.

EXERCISE 1 : THE FALL-OUT SHELTER PROBLEM

This exercise was used by counselors in the ABE program as a value clarification workshop. When you get to the lists of people to choose from, however, the editors of this project recommend using a different list (group 2) as being less threatening to ABE, ESL students.

Time/Activity	Approach
Small Group Decision Making 45 minutes	Break into groups of 4 or 5 each. Read Fall-Out Shelter Problem to group, making sure everyone understands the instructions. Have the description of the ten people to choose from on the blackboard or on a piece of newsprint. Tell each group that they must reach a consensus and have their 6 people for the fall-out shelter in 20 minutes. Each group should select a recorder to report back. Each group can then share their selection with the other groups. Then change the emphasis and ask the group if they felt they were right. Did they listen to the other people in the group; did they stick to their decisions or did they allow others in the group to talk them out of their original ideas?

THE FALL-OUT SHELTER PROBLEM

You are a member of a department in Washington, D. C., that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever shelters are available. You receive a call from one of your stations desperately asking for help.

It seems that there are ten people but there is only enough space, air, food and water in their fallout shelter for six people for a period of three months--which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call you, their superiors, and leave the decision to you. They will abide by your decision.

Each of you must also prepare to go down to your own shelter so all you have time to do is to get superficial descriptions of the ten people. You have only a few minutes to make your decision.

Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people that you choose might be the only six people left to start the human race over again. This choice then, is very important. Do not allow others to sway your opinion. Try to make the best choices possible. On the other hand, if you do not make the choice in the time allowed, you are in fact choosing to let the ten people fight it out among themselves with the possibility that more than four will perish. Here is all you know about the ten people:

THE FALL-OUT SHELTER PROBLEM

GROUP 1

1. 16 year old girl of questionable IQ; pregnant.
2. A policeman with a gun (they cannot be separated).
3. A clergyman 75 years old.
4. A 36 year old female physician; unable to have children.
5. A 46 year old male violinist; served seven years for pushing narcotics; has been out of jail for six months.
6. A 20 year old male Black militant; second year medical student.
7. A 39 year old former prostitute; "retired" for four years.
8. An architect; homosexual.
9. A 26 year old male law student.
10. The law student's 25 year old wife; spent the last nine months in a mental hospital, still heavily sedated. They refuse to be separated.

GROUP 2

1. Bookkeeper; 31 years old.
2. Bookkeeper's wife; 6 months pregnant.
3. Black militant; second year medical student.
4. 42 year old historian.
5. Hollywood entertainer.
6. Biochemist.
7. Rabbi; 54 years old.
8. Policeman with a gun (they cannot be separated).
9. Olympic athlete, all sports.
10. College co-ed.

EXERCISE 2: SELF AWARENESS

"WORDS"

Time/Activity	Suggested Approaches
Written Statements and Discussion 15 minutes	Ask your clients to consider which words they use most often in the following situations: when you are sad when you are glad when you are angry when you fight with someone when you stub your toe Ask your clients to consider if they would use different words depending on where they were: at home_____ at work_____ at school_____
Counselor Preparation	You could make a ditto of this exercise and hand it out to class.

EXERCISE 3: TEN THINGS

Time/Activity	Approach
Individual or Group Activity 30 minutes	Ask group to think of the 10 things they most like to do and write them down on the dittoed sheet. Then have them check off the box or boxes to the right that apply. Have people analyze their patterns to see if there is anything that constantly comes up. (EX: everything you like to do costs a lot of money or involves risk, etc.) Ask group to share their insights.
Counselor Preparation	Type and run off ditto of "Ten Things".

TEN THINGS I MOST LIKE TO DO

	R	5	A	P	$	M	F	W
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

The meaning of the symbols is as follows:

R = involves risk
5 = I will be able to complete this in 5 years.
A = You do it alone.
P = You do it with people.
$ = It costs money.
M = Your mother did it when she was your age.
F = Your father did it when he was your age.
W = You have done it in the past week.

EXERCISE 4: JOB FACTORS WHICH INFLUENCE JOB CHOICE

Time/Activity	Approach
Group Discussion 25 minutes	To help clients understand that job values or factors which influence job choice are different for different people, hand out ditto "Job Factors" and ask clients to follow instructions. After this has been completed, give out orally, or put on board, the figures for Men and Women* (Many job factor studies have been done. This one is based on sex and was printed in the 1975 Journal of College Placement. One based on age showed that factors completely reversed with age!)
Counselor Preparation	Type and run off ditto - "Job Factors Which Influence Job Choice".

*See "Counselor's" Copy

JOB FACTORS WHICH INFLUENCE JOB CHOICE

Below is a listing of 14 job factors which might influence your job choice. After each factor rank its importance to you, rating the most important factor as 1, down to giving the least important factor a 14.

JOB FACTOR	RANK	M	W	JN
Salary				
Job Security				
Company Reputation				
Working Conditions				
Job Title				
Type of Work				
Challenge & Responsibility				
Opportunity for Advancement				
Opportunity for Self-development				
Freedom on the Job				
Working with People				
Training				
Fringe Benefits				
Location of Work				

*JOB FACTORS WHICH INFLUENCE JOB CHOICE

COUNSELOR'S COPY

Below is a listing of 14 job factors which might influence your job choice. After each factor rank its important to you, rating the most important factor as 1, down to giving the least important factor a 14.

JOB FACTOR	RANK	M	W	JN
Salary		6	6	
Job Security		8	8	
Company Reputation		10	13	
Working Conditions		12	10	
Job Title		14	14	
Type of Work		4	5	
Challenge & Responsibility		2	1	
Opportunity for Advancement		1	4	
Opportunity for Self-development		3	2	
Freedom on the Job		5	7	
Working with People		7	3	
Training		9	11	
Fringe Benefits		11	12	
Location of Work		13	9	

EXERCISE 5: "WHAT ARE MY JOB SKILLS?"

ABE students tend to undervalue their skills. They share a reluctance to "toot your own horn." In order to get a job, they often need to take the initiative and point out their abilities. The following exercises, inspired by How Women Find Jobs, help all adults experience a sense of self-achievement and self-worth that can lead to such confidence.

Time/Activity	Approach
Written Statement/ Discussion (overnight)	Have your clients prepare a list of their achievements. These achievements need to be things they have done which give them a personal sense of accomplishment, or make them feel good. It is important that they list the achievements in terms of a specific activity. For example: I baked 10 apple pies. I was elected President of the V.F.W. I raised five children by myself. I changed the transmission on my car. At the beginning of the next session ask each person to read statements from their list and have the rest of the group identify skills they have. List skills on a blackboard or large sheet of paper and urge others to add to the list.
Counselor Preparation	Do your own list of achievements and use one to start the 2nd session.

Time/Activity	Suggested Approaches
Discussion (15 minutes minimum)	Have clients indicate five or more accomplishments of which they are proud. Working as a group, see what skills these accomplishments indicate.
Materials Needed	None
Portfolio (two days minimum)	Have your clients put together a "skills folder". This is a folder into which they place documents or notes related to accomplishments. Unlike the achievement list, these are not necessarily activities of special significance to them, but indications of the number of activities they have done throughout their life. For example, a skills folder could contain an LPN course completion certificate, a list of PTA committees on which the person has served, newspaper clippings, etc. These skills folders will be used later to help them make career choices, fill out job applications, or write resumes.

EXERCISE 6: FINDING INTEREST PATTERNS

TIME/ACTIVITY	APPROACH
Group or Individual Activity At least 30 min.	Explain to group that knowing your interests is very important in finding a job you feel good about. Hand out Interests Checklist and have each person check off activities that interest them. They do not have to be able to do these things. This is not a skill list. Then have each person add up the number of E's, S's, R's, I's, A's, and C's and write them in the box on the bottom of the page. Hand out sheet on Understanding Your Results and have individuals read them to themselves. Then help people find their codes in Holland's "Occupation Finders" (Can be ordered for 15¢ from Consulting Psychologist Press, Palo Alto, California 94302). Have each individual then do a list of jobs he/she would like to explore.
Counselor Preparation	Ditto "Interest Checklist" and "Understanding Your Results". If budget allows, order Occupations Finder for each client. If not, borrow it from high school guidance counselor.

INTERESTS CHECKLIST

Place a check by those activities that interest you. Don't think about them; go by your first impression.

I like.....

E___giving talks
S___taking care of children
R___fixing mechanical things
I___analyzing research projects
C___typing letters for myself or others
A___reading novels
S___taking care of sick people
E___selling something
A___going to the theater
R___building things
I___solving math problems
C___keeping my desk and room neat
S___going to parties
S___settling arguments
A___dancing
I___reading scientific books or magazines
E___taking risks
S___leading a group
S___meeting new people
S___giving advice
R___fixing automobiles
A___reading plays
C___organizing files
A___decorating houses
E___raising money for charity
E___meeting important people
I___doing research in_____
S___giving parties
E___being my own boss
S___attending conferences
S___attending religious services
C___writing business letters
A___designing clothes
E___influencing others
R___driving a car
A___playing a musical instrument
A___taking photographs
R___fixing electrical things
S___teaching_____
R___sailing
I___collecting_____
S___reading psychology books
R___playing sports
R___going to sporting events
E___supervising others' work
S___helping others with personal problems
I___taking care of animals
R___sewing
R___driving a truck or tractor
C___keeping detailed records of expenses
E___discussing politics
E___persuading others
S___interviewing people
C___working with numbers
I___writing reports
R___working outdoors
C___operating business machines
S___working for others
A___sketching, drawing or painting
R___working with plants
S___negotiating contracts
S___attending meetings
R___doing physical labor
A___acting
C___working with numbers in business or bookkeeping
S___serving as a club officer
A___writing poetry
R___using machine tools
I___working in a laboratory
E___operating my own business
C___filing records, reports, etc.

THREE TOP LETTERS

A_____ S_____ I_____
E_____ R_____ C_____

23

UNDERSTANDING YOUR RESULTS

Following are descriptions of the pure or extreme types for the six General Occupational Themes. These descriptions are, most emphatically, only generalizations; none will fit any one person exactly, and in fact, most people's interests combine all six themes to some degree or other. Even if you have scored quite high on a given theme, you will find that some of the statements used to characterize the extreme type of that theme do not apply to you.

R or REALISTIC THEME: Realistic types see themselves as rugged, practical, and physically strong. Such people don't usually like to express themselves in words or share their feelings with others. They like to work outdoors and to work with tools, especially large machines. They like athletics, gardening, crafts, and collecting. They like school subjects such as home economics, engineering, agriculture, physical education, forestry, and industrial arts.

I or INVESTIGATIVE THEME: This type tends to like problem solving and scientific activities. High scorers on this theme would prefer to work alone rather than in a large office with a group of people. They prefer to think through problems and work with ideas, words, and symbols in solving them. Such people enjoy loosely defined problems and do not like highly structured situations with many rules. They frequently tend to be original and creative, especially in scientific areas. They like to read and be imaginative. They like school subjects such as geography, biology, math, pharmacy, and physics.

A or ARTISTIC THEME: This type includes people who are artistically oriented and like to work in settings with many opportunities for self-expression. Such people have little interest in very structured situations or those that require physical strength. Instead they prefer problems or tasks that can be dealt with through self-expression or artistic media. They prefer to work alone and have a strong need for individual expression. They score higher on measures of originality than any of the other types. They describe themselves as independent, unconventional, original, expressive, and tense. They have hobbies like drawing, music, or writing. School courses are music, foreign language, speech, English, and history.

S or SOCIAL THEME: The Social type includes people who are sociable, responsible,

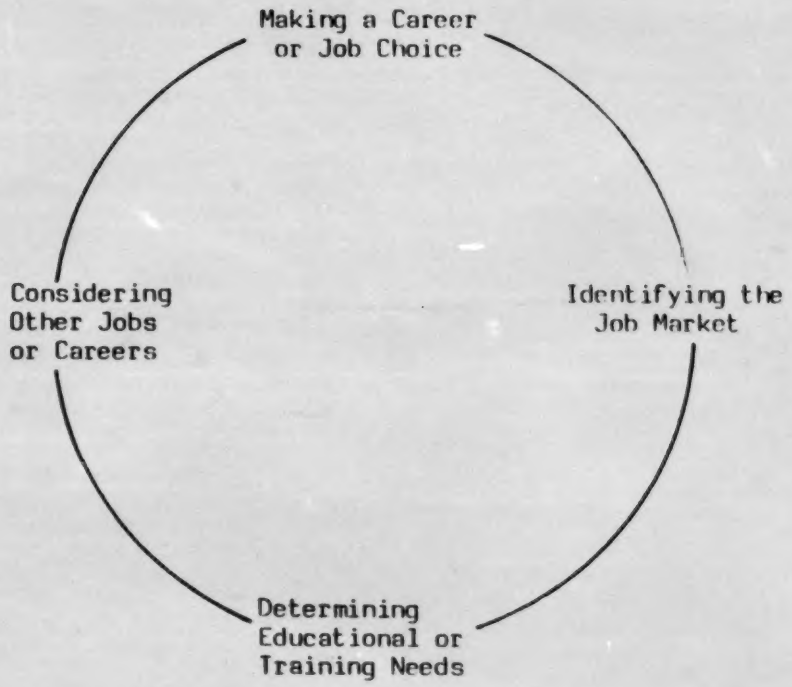
S or SOCIAL THEME: The Social type includes people who are sociable, responsible, and concerned with human problems and the welfare of others. They usually express themselves well and get along with others. They like to seek attention and situations that will allow them to be at or near the center of the group. They prefer to solve problems by discussions with others or by arranging or rearranging relationships between others. They have little interest in situations requiring physical activity or working with machinery. Their interests describe themselves as cheerful, popular, achieving, and good leaders. Common school subjects are writing, drama, foreign language, sociology, history, home economics, physical education, and religion.

E or ENTERPRISING THEME: Enterprising people are good with words, which they use frequently in selling, dominating, and leading. Frequently, they are in sales work and are good at thinking of new ways of doing things and at leading and convincing people. They see themselves as full of energy, enthusiastic, liking adventure, self-confident, and dominant. They prefer social situations where they can assume leadership and direct others. They enjoy persuading others to their point of view. Their hobbies are athletics, public speaking, selling, and interviewing. They are impatient with precise work or work involving long periods of intellectual effort or sustained concentration. They like power, status, and material wealth and enjoy working in expensive settings. They like school subjects such as English, economics, foreign language, history, and political science.

C or CONVENTIONAL THEME: Conventional people prefer jobs where they know exactly what they are supposed to do, using verbal and numerical skills that characterize office work. They fit well into large organizations but do not seek leadership. They respond to power and are comfortable working in a well-established chain of command. They dislike loosely defined job situations, preferring to know exactly what is expected of them. Such people describe themselves as conventional, stable, well controlled, and dependable. They like collecting, drama, and music. They have little interest in problems that require physical skills or intense relationships with others. They are most effective at well-defined tasks, and they value material possessions and status. Vocational preferences are mostly within the business world. They like school subjects such as economics, arithmetic, spelling, typing, and business.

EXERCISE 7: DECIDING

Making a valid decision about the kind of job one wants involves balancing two decisions. What's best for me? What jobs exist? In order to help your clients understand this process, draw the following circle on newsprint, or ditto it and hand it out. Most adults go through the job-definition circle many times in their lives.


Making a Career or Job Choice
Identifying the Job Market
Determining Educational or Training Needs
Considering Other Jobs or Careers

EXERCISE 8: DECISIONS

Time/Activity	Suggested Approaches
Discussion 30 minutes	Talk about Decisions - discuss the fact that some decisions are more difficult to make than others. Ask clients to think of some decisions they have made in the past year. Either orally or on ditto, have clients describe three decisions. If people have trouble identifying decisions, ask about things they have done, places gone, etc., and ask why they did these things. If done on paper, discuss results orally, all together or in small groups.
Counselor Preparation	Prepare ditto (see next page). Write one decision (A-F on ditto) on blackboard

THREE DECISIONS I HAVE MADE

1. A. I decided_____
   B. My choices were_____
   C. The benefits were_____
   D. The risks (drawbacks, disadvantages) were_____
   _____
   E. Someone who helped me make my decision was_____
   _____
   F. The reason for my decision was_____
   _____

2. A. I decided_____
   B. My choices were_____
   C. The benefits were_____
   D. The risks (drawbacks, disadvantages) were_____
   _____
   E. Someone who helped me make my decision was_____
   _____
   F. The reason for my decision was_____
   _____

3. A. I decided_____
   B. My choices were_____
   C. The benefits were_____
   D. The risks (drawbacks, disadvantages) were_____
   _____
   E. Someone who helped me make my decision was_____
   _____
   F. The reason for my decision was_____
   _____

*from THE DISCOVERY BOOK

EXERCISE 9: GETTING READY TO FIND A JOB

Time/Activity	Suggested Approach
Discussion/Small Group Work 15 minutes	Divide the group into small groups of three or four. Ask each group to use the Job Needs Checklist, below, to decide what is the most suitable job environment for each person in the group.
Counselor Preparation	Make ditto of Job Needs Checklist for everyone in group.

JOB NEEDS CHECKLIST

1. I must make at least $_____.
2. My job must be within walking distance of where I live_____, 10 to 15 minutes driving distance_____, 20 to 40 minute driving distance_____, close to public transportation_____.
3. I cannot move____, I can move to another city____, I can move to another state____.
4. I will work the following hours____and the following days: Monday____, Tuesday____, Wednesday____, Thursday____, Friday____, Saturday____, Sunday_____.
5. I can work 2nd or 3rd shift_____.
6. I can be away from home overnight sometimes_____, whenever needed___.
7. I have a car available to me if I need to travel, never_____, sometimes_____, always_____.
8. I need a job that is permanent_____, temporary, until summer_____, very short term_____.
9. I am more interested in: earning a lot of money_____
   having an exciting job_____
   moving up fast_____
10. I must earn a certain amount of money every month_____, I can work on commission_____.

INFORMATION INTERVIEW CHECKLIST

An information interview is conducted by the job seeker to see if an employer has the kind of work the job seeker wants. Here are some approaches you can take to conduct your own information interviews.

1) Talk to a friend or relative who works in a job you might like.
2) Go to any local business that interests you. Ask if they hire people doing the kind of work in which you are interested. Ask if you could speak to the people who do the work.
3) Use this check list for each business you interview.

DATE:_____ PERSON CONTACTED:_____

---

1. What are the products or services this employer provides?

2. What are the best and worst aspects of working here, or working in this specific job?

3. Are there entry level positions? What's the salary range?

4. What are the working hours?

5. Is it possible to tour the facility or meet other people working here?

6. Is there any written information available?

7. Thank the person for their time.

COMMENTS:

---

*Checklist taken from HOW WOMEN FIND JOBS

EXERCISE 10: WHERE TO LOOK FOR WORK

Time/Activity	Approach
Individual or Group 20 Minutes	Hand out sheets on "Where to Look for Work" and "Local Resources". Discuss the 12 listed places to look for work and have addresses available for clients. Then go to "Local Resources" sheet and ask group or individual to think of as many resources as possible. The more sharing and brainstorming on this, the better the list.
Counselor Preparation	Xerox or ditto sheets on "Where to Look for Work" and "Local Resources".

WHERE TO LOOK FOR WORK

1. Classified Advertising: Highly competitive area and not usually productive. However, you cannot afford to pass it up.

2. Yellow Pages: A very complete classification of business enterprises and services they offer.

3. Trade Publication: For people with skilled trades or professions.

4. Purchasing Guides: For information about a company and its end products.

5. Publications of the United States Department of Labor, such as the Occupational Outlook Handbook, Exploring Careers, Guide for Occupational Exploration.

6. Moody's Industrials: A breakdown of industrial firms.

7. Dunn and Bradstreet: A breakdown of business enterprises.

8. Business Directory: Perhaps published by the Chamber of Commerce or some other agency. Contains all pertinent data about each business and industrial firm licensed to operate within the area.

9. Legal Newspaper: In larger communities, or legal section in local newspaper. Lists all new business licenses granted that day.

10. Government Agencies.

11. Community Bulletin Boards: Women's Center, Job Service Office, etc.

12. Local Industry Employment Office.

LOCAL RESOURCES

Where else would you go in your area to find out about jobs? Look for bulletin boards and places where job notices are posted.

EXERCISE 11: WHICH JOB TO CHOOSE?

Time/Activity

Written Work and Discussion 30 minutes	Have "job-seekers" look through the "help wanted" columns and pick three jobs they would like to consider. Current skill levels do not have to be considered. Give each person four copies of the Job Evaluation Sheet. Go over each item on the list. Using their three selected ads and your job as a career counselor as no. 4, have each person evaluate each job on the scale. Have "job-seekers" evaluate the jobs both on total points given for each job and their own "gut" feeling about each job.
Counselor Preparation	Bring in "want ads" from a variety of newspapers. Type and run off ditto of Job Evaluation Sheet to hand out to group.

JOB EVALUATION SHEET*

JOB_____

_____

	RATINGS: Poor	O.K.	Good
1. Benefits	1	2	3
2. Working Conditions	1	2	3
3. Hours (or shifts)	1	2	3
4. Advancement Possibilities	1	2	3
5. Location	1	2	3
6. Steady job-good security	1	2	3
7. Pay	1	2	3
8. Distance from home	1	2	3
9. Other_____			

TOTAL POINTS_____

*Taken from DISCOVERY BOOK

EXERCISE 12: WHO IS WORKING?

List people you know who are working.

Find out: where they are working,
their job title,
what they do,
hours they work (HRS)
how much money they make ($/WK)
do they like the job? (LIKE JOB)
do they like the money/ (LIKE $)
would you like to do their job? (YOU)

NAMES	WHERE WORKING	JOB TITLE	WHAT THEY DO	HRS. -TO-	$/WK	LIKE JOB	LIKE $	YOU
1.						Y N	Y N	Y N
2.						Y N	Y N	Y N
3.						Y N	Y N	Y N
4.						Y N	Y N	Y N
5.						Y N	Y N	Y N
6.						Y N	Y N	Y N
7.						Y N	Y N	Y N
8.						Y N	Y N	Y N
9.						Y N	Y N	Y N
10.						Y N	Y N	Y N

EXERCISE 13: EMPLOYMENT APPLICATIONS

Time/Activity	Approach
Individual 20 minutes	Explain that application forms often come with very little space to write. Neat printing is essential. Ask class to practice printing by printing each letter and number on the lines below the examples. Have them practice on the forms at the bottom
Counselor preparation	Make ditto of alphabet and forms to hand out.

a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

APPLICANT TO FILL IN ALL ENTRIES BELOW

PRINT NAME	LAST	FIRST	MIDDLE (MAIDEN)	☐ MALE ☐ FEMALE	SOCIAL SECURITY NUMBER	
ADDRESS	NO. STREET	CITY	STATE	ZIP CODE	TELEPHONE (INCLUDE AREA)	
HEIGHT	WEIGHT	BIRTH PLACE (CITY, STATE, COUNTRY)			DATE OF BIRTH	AGE
ARE YOU A U.S. CITIZEN? ☐ YES ☐ NO	MARITAL STATUS ☐ SINGLE ☐ MARRIED ☐ DIVORCED ☐ SEPARATED ☐ WIDOWER				NO. OF DEPENDENTS	
IN CASE OF EMERGENCY NOTIFY	NAME	STREET & NO.	CITY	STATE	RELATIONSHIP	TELEPHONE NUMBER

EXERCISE 14: EMPLOYMENT RELATED WORDS

Some of the Project Learn counselors recommended working closely with ABE teachers in developing or teaching job hunting or job application vocabulary. Debbie Fitzgerald, a former ABE teacher and currently a counselor at the Regional Counseling Center, developed this idea into the following exercises leading up to filling out job applications.

Teachers could work with counselors by having classes review word pronunciation, look up definitions in a dictionary and use each word in an original sentence. Depending on the skill level of the group or individuals, the teacher could have each student take 5 - 10 words on the list and compose a paragraph utilizing them.

On the next page is an employment related word matching exercise. This can be duplicated and handed out to students as an exercise. The answers are:

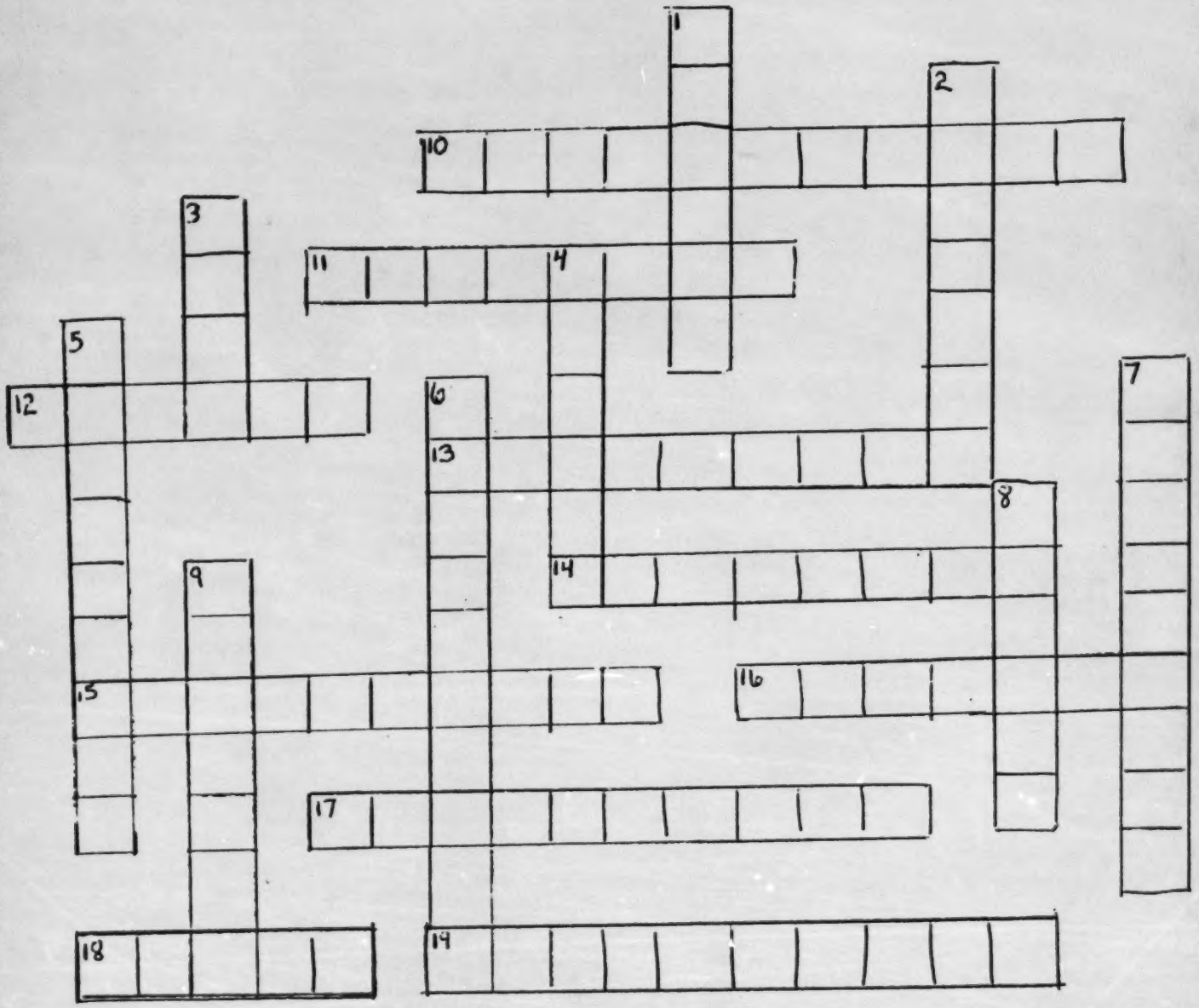
1. w	5. i	9. q	13. a	17. y	21. r	25. d
2. k	6. s	10. o	14. e	18. m	22. b	
3. x	7. c	11. h	15. n	19. u	23. p	
4. j	8. l	12. f	16. t	20. g	24. v	

EMPLOYMENT RELATED WORD-MATCHING EXERCISE

1) benefits ___
2) references ___
3) skill ___
4) maiden name ___
5) personnel ___
6) former ___
7) application ___
8) supervisor ___
9) employee ___
10) veteran ___
11) blanks ___
12) signature ___
13) education ___
14) experience ___
15) degree ___
16) Resume ___
17) citizen ___
18) wages ___
19) personal ___
20) diploma ___
21) firm ___
22) volunteer ___
23) interview ___
24) salary ___
25) occupation ___

A) schooling
B) unpaid work
C) paper you fill out to officially ask for a job
D) job
E) things you've done, or jobs you've had
F) your written name
G) certificate received when you graduate from high school
H) empty spaces that you write in
I) office that hires you
J) woman's name before marriage
K) people that will say good things about you.
L) boss
M) pay
N) you receive a Bachelor's_____ when you complete college
O) served in armed forces
P) conversation held when applying for a job
Q) worker
R) company
S) previous
T) description that you write about yourself
U) private
V) yearly wage
W) extras like vacation pay, insurance, etc.
X) something you can do well
Y) person who belongs to a country

TIME/ACTIVITY	APPROACH
Individual/Group Exercise Overnight Homework Assignment	Hand out the crossword puzzle and ask individual or group to fill it out. Could also be used as a homework assignment. To reinforce the need to know these words, move on to filling out the McDonald's job application.
Counselor Preparation	Xerox or ditto crossword puzzle. Xerox McDonald's application (or get some from your local store).
Individual/Group 30 minutes	Have clients bring in application from firm in which they would like to work. Go over application section by section to see if there are any problems.



DOWN

1. Woman's name before marriage
2. Person who belongs to a country
3. Company
4. Description of yourself by you
5. Unpaid work
6. Credentials (people who know you and will say good things about you)
7. The company department that hires you
8. A graduate from college has a Bachelors___
9. A high school graduate has a _____

ACROSS

10. A form on which you officially ask for a job
11. Opposite of hourly wages
12. Previous
13. Schooling
14. Worker
15. Things done before
16. Served in the armed forces
17. Job
18. Empty spaces in which to write
19. Boss

McDONALD'S®

SAMPLE COPY

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ (LAST / FIRST / MIDDLE) AGE _____

PRESENT ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PREVIOUS ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____ DATE OF BIRTH _____ HEIGHT _____

WEIGHT _____ MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____ CITIZEN OF U. S. A.? _____

NO. OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ REFERRED BY _____

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED _____ DATES _____

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS _____

MILITARY

BRANCH _____ FROM _____ TO _____ RANK _____ TYPE DISCHARGE _____ DRAFT CLASS _____

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

EVER DISCHARGED FROM A JOB? _____ MAY WE CALL PRESENT EMPLOYER? _____ EVER BONDED? _____

EVER REFUSED BOND? _____ EVER APPLY OR WORK AT McDONALD'S® BEFORE? _____ WHERE? _____ WHEN? _____

EVER ARRESTED? _____ IF SO, PLEASE EXPLAIN _____

DO YOU HAVE ANY OVERDUE BILLS? _____ IF SO, PLEASE EXPLAIN _____

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? _____ IN VISION? _____ IN SPEECH? _____

ANY OTHER PHYSICAL DEFECTS? _____

WERE YOU EVER INJURED? _____ GIVE DETAILS _____

IN CASE OF EMERGENCY NOTIFY _____ (NAME / ADDRESS / PHONE NO.)

EXERCISE 15: RESUMES

TIME/ACTIVITY	APPROACH
2 - one hour sessions	Explain that a resume is an advertisement about the person - abilities, skills, educational experience. It is supposed to sell an individual and have the potential future employer want an interview. In order to write a resume that will interest a company, your clients need to present themselves positively. Have clients pull together 1) skills folder or list (Exercise 5) 2) three job objectives Hand out 3 examples of resumes and "Resume Writing Tips". The homework assignment is to write a draft resume. The second session should be used to critique the resumes. Start with "What's wrong with this resume?"
Counselor Preparation	Ditto handouts (4 sheets) - Be sure to prepare your own resume draft!

RESUME WRITING TIPS

1. Be sure to start with your name.
2. Be concise and to the point.
3. The JOB OBJECTIVE should logically connect with the balance of the resume.
4. If you have had experience, start with your work history, but if you have just graduated, start with your educational background.
5. Always start with the present or most recent experience and work back to the past.
6. Do not use pronouns such as I, he, or she. They're unnecessary.
7. List all dates. (Even in the FUNCTIONAL STYLE, it is better).
8. Extracurricular activity can be important.
9. Recent graduates should mention summer or part-time employment.
10. List only those hobbies and activities that can help describe you, or which may be helpful in getting a job.
11. If you have had military service, mention it so that there is no time lapse in your history.
12. Use PERSONAL HISTORY only if it makes you more employable.
13. DO NOT include your photograph.
14. Your resume SHOULD NOT contain your references, unless they are prominent people in the field and their names may help you get an interview. Never list anyone as a reference unless you have their permission to do so.
15. Avoid putting anything in your resume that might create a bias in the employer's mind. This includes age, race, religion, national origin, sex, marital status, dependents, height, weight and health.
16. In your resume, don't tell why you left previous jobs, or salary.
17. Keep length down to one page or one page and a half.

WHAT IS WRONG WITH THIS RESUME?

Mrs. Edmund ones
18 Allen Rd.
Groton, Conn.

Experence - Paid

1950 or 51?	Waitress at Joanie's hamburber stand. Just an after school job. I didn't get along with the boss so I quit.
1965	Part-time clerk at a hardware store (can't remember the name). I made $1.25/hour. I quit to have my second child.
1972-75	I have worked every summer as a clerk at Johnson's Hardware or other hardwares stores.

Volunteer - Unpaid

I have been a member of the P.T.A. for fifteen year, attending many meetings and organizing some events: I am also active in the Methodist Church. ~~I am president of our local Military Wives group.~~

see Personal ↖

Personal

I was married for twenty years, but recently divorced. (This is why I am no longer Preseident of the Military Wives Club) My husband left me for a younger woman. I am now sole support of three teen-age children, because I can't collect my child support.

I realize thatmy work history is limited but, being in the military, it was hard for me to hold a steady jobs because we moved so often. I will do any kind of work.

Hobbies

Recently took up macrame.
I have a dog.

References

Joe Murphy, teacher, Peg Atherton, housewife, friend.

EXERCISE 16: "HOW DO I GIVE A BETTER INTERVIEW THAN I GET?"

The following exercise from How Women Find Jobs is marvelous practice for interviewing.

TIME/ACTIVITY	APPROACH
Role-Playing 30 minutes minimum	Imagine a specific job interviewing situation with the help of your students. For example: a job as a manager at a McDonald's hamburger stand. Pick something familiar to everyone. Ask three students to be applicants and two to be interviewers; you should play one of the interviewers' roles. Briefly explain the types of interviews to the two interviewer volunteers. Ask them to try to use all three approaches.
Handout	Provide everyone with the Interview Checklist found at the end of this chapter. Briefly go over how the checklist is set up. Role play a brief interview with each applicant. Make sure each interview situation includes an opportunity for students to practice answering offensive or illegal questions. Have the other

	students use the Interview Checklist to evaluate the volunteers. Using the class members' evaluations, cover the checklist with each volunteer.
	OR
	If your class has twelve or more students, divide the group into threes. Have each person play the roles of the interviewer, applicant and observer. The observer gives feedback. The instructor of the class should circulate among the class to help them with the role playing.
	OR
Resource Person 30 minutes minimum	If your class is able to respond to an outsider, bring in someone who does job interviewing and ask him or her to play the role of interviewer. Ask this resource person to use a variety of interview styles.
Materials Required Special Instructions	Interview Checklist Handout; pencils. If your entire job-finding workshop lasts only one hour, spend half that time on this.

JOB INTERVIEW CHECKLIST

Critical Interview Behaviors	Directions: Circle Number from 1 to 4
I. Ability to Describe Skills (Uses at least three statements to support job choice. Describes work skills, naming machine or using appropriate terminology. Supplies information about skills early in interview. Responds to vague or hostile questions by quickly citing skills and abilities.)	1. Failed to mention any job skills. 2. Used one or two supportive statements, but failed to use correct terms, or had to be prompted. 3. Used three or more skill statements, with help from interviewer 4. Used three or more skill statements, early in the interview, in answer to vague questions.
II. Ability to Answer Problem Questions (Explains answers to questions on application. Responds to employer regarding "negatives." Is positive about doing work despite problem. Mentions handicaps within first two minutes of interview, stressing why they do not affect ability to do work.)	1. Could not handle problem questions at all; could not explain ansers on job application. 2. Gave some ansers, but wasn't too convincing. 3. Answered problem questions completely. 4. Answered problem questions and added a positive statement about being able to do the job despite the problem.
III. Appropriate Appearance and Mannerisms (Is neat and clean, wearing clothes similar to those worn by people who do similar work. Maintains good eye contact and refrains from exhibiting distracting nervous mannerisms.)	1. Over- or underdressed, poor grooming, pompous or pushy, chewed gum, smoked, etc. 2. Better, but was not at ease, or had some distracting mannerisms 3. Overall impression was favorable, appearance and behavior during interview okay. 4. Outstanding in poise, confidence, and appearance.

Critical Interview Behaviors, continued

IV. Enthusiasm for Work

(States sometime during interview that she wants to work or indicates desire to work by asking appropriate questions.)

1. Sounded unwilling to go to work.
2. Indifferent about going to work--would take a job but sets up certain conditions.
3. Willing to work, but not clearly enthusiastic.
4. Enthusiastic about getting the job, asks questions about the company and the job, states how anxious she is to start.

V. Opening & Closing (Walks in and out of interview situation briskly, has firm handshake, asks specific questions and uses a "call-back" closing.)

1. Drifts, wanders out.
2. Gets in o.k., doesn't use any particular closing.
3. Enters briskly, offers hand, leaves it up to the interviewer to notify about decision.
4. Enters briskly, asks specific questions about the job and uses, in a natural way, the call-back closing.

TOTAL POINTS.....

COMMENTS: _____

_____

_____

APPENDIX I

Pre-Planning and Log Outline

APPENDIX II

A Career Workshops Outline recommended by a counselor

APPENDIX III

Forms for Client Intake and Workshop Evaluation

APPENDIX I

This booklet pulls together the materials and ideas developed through the Project Learn Career Counseling Program conducted at ABE sites in Southeastern Connecticut.

This career counseling was planned in 1976-1977 by a committee of three: Bill DeMatteo, Career Education Director of Project LEARN, East Lyme, Connecticut; Larry Fidler, Director of Connecticut Adult Basic Education Staff Development Project; and Joe Murphy, Director of Southeastern Connecticut Regional Adult Basic Education Program.

Larry Fidler believed that the program should include both one-to-one planning sessions and group planning sessions. This was accepted as the format for the project, and Larry agreed to do the pre-service and in-service staff development workshops. Bill DeMatteo agreed to serve as project coordinator, interview and hire the career specialists for the project, provide use of the career education materials at Project LEARN's Career Education Resource Center, and order materials for the project. Joe Murphy agreed to provide the day-to-day supervision of the project and an overview of the Adult Basic Education Program in Southeastern Connecticut. During the pre-program planning, it was agreed that students, teachers, and the career specialists would become involved in program planning as the project evolved.

Between 6 and 9 counselors are employed on a part-time basis to offer counseling and job procurement services to adults at selected ABE program locations. These sites are located in Colchester, Norwich, Waterford, Groton, New London, Stonington, and Mystic.

The project coordinator, Bill DeMatteo, developed a log outline that each counselor is asked to follow and maintain as an ongoing process throughout the year. The material in this booklet came from end-of-year counseling reports, which are, in fact, summaries of the ongoing log procedures. (See following Log Outline.)

ABE CAREER COUNSELING PROGRAM 1981-82

LOG OUTLINE AND PROGRAM STRATEGIES

The Career Counselors will maintain a continuing narrative log that will provide information for the final evaluation and summary report. A preprogram planning meeting will outline the format of the log. The log outline will include the following topics:

1. Identification of clients. By what means?
2. Relationship of ABE Program to Career Information and Counseling Program. General acceptance and support of Career Counseling Program by ABE students, teachers, and Director. How accomplished?
3. Locations: appropriateness of sites?
4. Diverse Client Backgrounds; ability to provide career counseling for ABE students who are:
   a. unemployed
   b. underemployed
   c. returning to the work force after a long absence
   d. interested in career change
   e. unskilled
   f. semi-skilled
   g. skilled
   h. interested in a promotion
   i. etc.
5. Assessment of clients. Methods/instruments used? What measured? How received by students?
6. Career Guidance Sessions
   a. Counseling - Individual
      Counseling - Group

7. Employability Skills Development
   a. Interview
   b. Application
   c. Resume
   d. etc.
8. Materials - Resources, Texts, Information, etc.?
9. Number of clients served.
10. Mode and type of counseling
11. Staff Development Evaluation - usefulness of the preservice and inservice programs.
12. Summation:
    a. Evaluate effectiveness of the Career Counseling Program
    b. Recommendations
13. What lessons did or did not work? What materials were effective?
14. What contacts have you made with businesses, labor, industries, Employment Service Offices, other community agencies, etc.?
15. Impact Statements. Special accomplishments of students.

CAREER WORKSHOPS OUTLINE OF TOTAL PROGRAM SESSIONS

NOTE: This outline should be considered as one counselor's "lesson plan" for the counseling sessions.

I. Orientation

A. Need Assessment: "After High School, What"
B. Use occupational clusters for overview of careers
C. Include appropriate check lists and forms such as client records, personal interest surveys, and work experience backgrounds

II. Career Awareness

A. Movie; "What will I do with all my Time"
B. Occupational information classification
   1. Fifteen occupational clusters
   2. Occupational outlook handbooks
   3. Dictionary of occupational titles
C. "Career Education; A Totality of Experiences" brochure
D. Career Information for Career Education, Seeking a Job? Here's how they rate. Nationally based information.
E. Game: Career Alphabet
F. Brainstorming: careers related to an item or object - equating buildings with professions.

II. Self-Assessment

A. Self Directed Search (S.D.S.)
B. Assessment of skills related to one leisure activity or chore client performs well.
C. Classroom participation -- everyone lists/indicates one "thing" they do well on the board
D. "Halloween Experience" pages 7-16 from The Quick Job Hunting Map.
E. List two most satisfying accomplishments or achievments and list skills (categories taken from IIID above) or prepare three columns or things you like to do (successes) and relate traits, qualifications motiviations and skills associated with these "successes". Exchange papers -- have friends supplement listings.
F. "Work interest inventory" Janus Job Planner 8-15
G. "Work experience inventory" Janus Job Planner 18-22
H. "Working conditions inventory" Janus Job Planner 24-25
I. My summary sheet
J. Values clarification
   1. Fall out shelter problem
   2. Voting
   3. Rank order
   4. I wonder statements
   5. Either or/ forced choice
   6. Analyzing yourself
   7. Ten things you like to do most
   8. Work values
   9. "Values inventory" Janus Job Planner 27-35

Career Workshop Outline (cont.)

IV. Career Exploration/Various Methods of Getting a Job

A. Job Information (Career References)
   1. Occupational Outlook Handbook
   2. Dictionary of Occupational Titles

B. Exploring Jobs (What to Look for)
   1. Nature of the work
   2. Places of employment
   3. Training/other qualifications/advancement
   4. Employment outlook
   5. Earnings, working conditions
   6. Career opportunities, training (unions, societies)

C. Job Sources
   1. List sources (want ads, classified, state employment office (public), private employment agencies, contacts with people presently working, community training information (bulletin boards, etc.), trade magazines, schools, parents, relatives, career fairs/carnivals)
   2. "Career Planning Worksheet"
   3. Learn how to use the telephone book as a resource -- a place to begin your search
   4. Learn how to use the want ads --reading classified ads.
      a. Keep a record of help wanted ads: observe the demand/compare your skills and training with those required.
      b. List job: (1) title (description)
         (2) requirements (education, training, experience, skill)
         (3) salary
         (4) hours
         (5) location
         (6) phone number
         (7) how to apply
         (8) who placed the ad
      c. Complete "The Working World - Finding a Job" Unit 10, pages 4,5,6,7 (#18 only) and page 14 (#37 only) (Supplement: Important Names and Forms to Know; "The Working World - Finding a Job" Unit 10, pages 8-14)
   5. Company Contact
      a. Request employment requirements
      b. Procedure to follow to get a job with a particular company

D. Writing good business letters regarding to locate information about or how to apply for a job or training program (review the parts of a business letter).

E. Review sheet.

V. Application Procedures

A. "Applying by letter for advertised jobs" page 23, My Job Application File*

B. Handouts: 1. "The Letter of Application"
   2. "Sample Letter"

C. Review key words and abbreviations: *page 12

D. Learn what employers look for on application form:
   1. "The Working World - Applying for a Job", Unit 20, pages 5-13.
   2. * 5-9, 17, 19

E. Practice filling/completing application forms:
   1. Personal data form
   2. Complete (2) two actual application forms effectively (* 25-48, Pfiser, E.B.)

V. E. cont.

3. Pocket Resume
4. Prepare an unsuitable application for class evaluation

VI. Writing Resumes and Letters: Looking good on paper.

A. Write a letter of application (VB, 1 and 2)
B. Analyze strengths and weaknesses: make a list of skills you can offer an employer (III B, E, & G)
C. Study the format of functional and chronological resumes. (The Career Planning Workshop, pages 16, 17, 28, 29)
D. Write a functional resume.

VII. The Job Interview: How to be Effective

A. Discuss the process of getting an interview and preparing for it.
B. Learn what employers look for in a job interview; prepare to "sell" your skills during an interview - do's and don'ts.
Role play -- with a friend, in class, with a tape recorder or business community representative.
Sources:
The Working World - "Applying for a Job" pages 2,3, 15
The Working World - "The Interview"
Handouts: "How to get a Job"
"Questions often asked during the Interview"
"Why People aren't Hired"
"Job Hunting Tips for People Over 45"
Movie: "Job Interview, Women" and "Interview Rating Form"

VIII. Job Offers and Rejections

A. Choosing - points to ponder (List)
1. salary
2. opportunities for advancement
3. challenge of the job
4. personality of supervisor
5. personality of co-workers
6. reputation of the company
7. location
8. size
9. fringe benefits
10. job security

Resource: Finding your First Job** page 55.
B. Writing an acceptance/rejection letter
Resource: **56

IX. Job Success Tips

A. Identify the various benefits companies offer employees
B. Discuss:
1. what employers expect from employees
2. how to get promoted
3. the evaluation process
4. characteristics of a "successful" employee
C. Dealing with conflicts and adapting to work changes/habits that help. Discuss "absenteeism" -- how it effects me, my job and the people around me and how to deal with problems that could keep me away from my job.

IXC. Cont.

Resources: The Working World:
"On the Job Information" Unit 30
"On the Job Thinking" Unit 40
"Job Attitudes" Unit 41
Janus Job Planner:
"Attitude Inventory" Pages 54-55
"Self-Esteem/Confidence/Personality" Pages 56-58
"Supervisors Rating Sheet" pages 59-60

NAME_____ DATE_____

1. Why are you interested in this program?

2. Place a check beside the letter of the items below that you feel describe you.

I am:

____a) unemployed

____b) underemployed

____c) interested in a promotion

____d) interested in planning a new career

____e) interested in a career change

____f) returning to the work force after a long absence

____g) unskilled

____h) semi-skilled

____i) skilled

____j) other

JOB/CAREER COUNSELING EVALUATION

1. When you first began this course, what did you expect?

2. List what you feel are the most important things you learned from the workshops.

3. What is your opinion about this program? Please give negative and positive comments. Use the back of the sheet if necessary.

4. Do you feel you now know more about how to fill out a job application form? _____

5. Did you learn how to write a business letter in order to respond to a job opening? _____

6. Did you learn what a job resume is and what information goes into a resume? _____

7. Did you learn the skills necessary in job interviewing? _____

8. Did you learn how to plan for a career? _____

9. Did you work on the Self-Directed Search (SDS)? _____

10. Did you have opportunities to meet individually with the counselor? _____

11. What have you learned about yourself that might be new as a result of this course?

12. If you have any other comments relative to this course, please make comments on the back side of this page.

PROJECT LEARN

ADULT BASIC EDUCATION CAREER COUNSELING EVALUATION

These questions ask what you think about the career counseling service. Please say what you really think. You do not have to sign your name. Please circle your answer for questions 4 through 10.

1. What is your most important reason for coming to the career counseling sessions?

_____

_____

_____

2. In what ways have the career counseling sessions helped you towards achieving your career goals?

_____

_____

_____

3. What ways would you suggest that the career counseling program be improved?

_____

_____

_____

4. The sessions conducted by the career counselor were:

excellent 7 6 5 4 3 2 1 poor

5. The sessions had information that was:

very practical 7 6 5 4 3 2 1 not at all practical

6. Did you learn more about:

a. writing or improving a resume?	Yes	No
b. filling out a job application form?	Yes	No
c. preparing for a job interview?	Yes	No
d. applying for a job?	Yes	No

7. Did you learn more about yourself, your interests, your values, your attitudes? Yes No

8. Were the sessions helpful to you in planning for job decisions and/or career changes?

Yes No

Were you treated like an adult in these sessions? Yes No

10. Please use reverse side for additional comments.

PROJECT LEARN
ADULT BASIC EDUCATION
CAREER COUNSELING WORKSHOP EVALUATION

These questions ask what you think about your career counseling workshop. Please say what you really think - you do not have to sign your name. Please circle your answer for questions 1 through 8.

1. This workshop was:

very interesting 7 6 5 4 3 2 1 dull

2. The classes conducted by the career counselor were:

excellent 7 6 5 4 3 2 1 poor

3. The workshop had information that was:

very practical 7 6 5 4 3 2 1 not at all practical

4. Do you think you will use the information from this workshop? yes no

5. Do you think you need more help in looking for a job? yes no

Do you feel that you need more help applying for a job? yes no

7. Was the workshop relaxed and friendly? yes no

8. Were you treated like an adult in this workshop? yes no

9. What is your most important reason for coming to this workshop?

_____

_____

10. What topics do you feel you need more help with?

_____

_____

11. What ways would you suggest to make this workshop better?

_____

_____

_____

CLIENT RECORD

ADULT CAREER INFORMATION AND COUNSELING SERVICES
offered through Project LEARN to
Adult Basic Education Programs in Southeastern Connecticut
Grant Period: March 1, 1978 - June 30, 1978

NAME_____
(last) (first) (m.i.) (maiden)

ADDRESS_____

_____

TEL. NO._____

PRESENTLY WORKING: NO_____ FULL TIME_____ PART TIME_____
Where_____ Where_____

HIGH SCHOOL LAST ATTENDED_____
GRADE AND YEAR LAST ATTENDED_____

CLIENT CONSTRAINTS:

_____Child Care
_____Financial
_____Health
_____Family/Husband/Wife
_____Transportation
___, language

OCCUPATIONS DISCUSSED:

GROUP SESSIONS ATTENDED:

INDIVIDUAL SESSIONS ATTENDED:

COMMENTS:

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If you are going to set up a career/job counseling program for ABE students, this is a good library to start with.

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